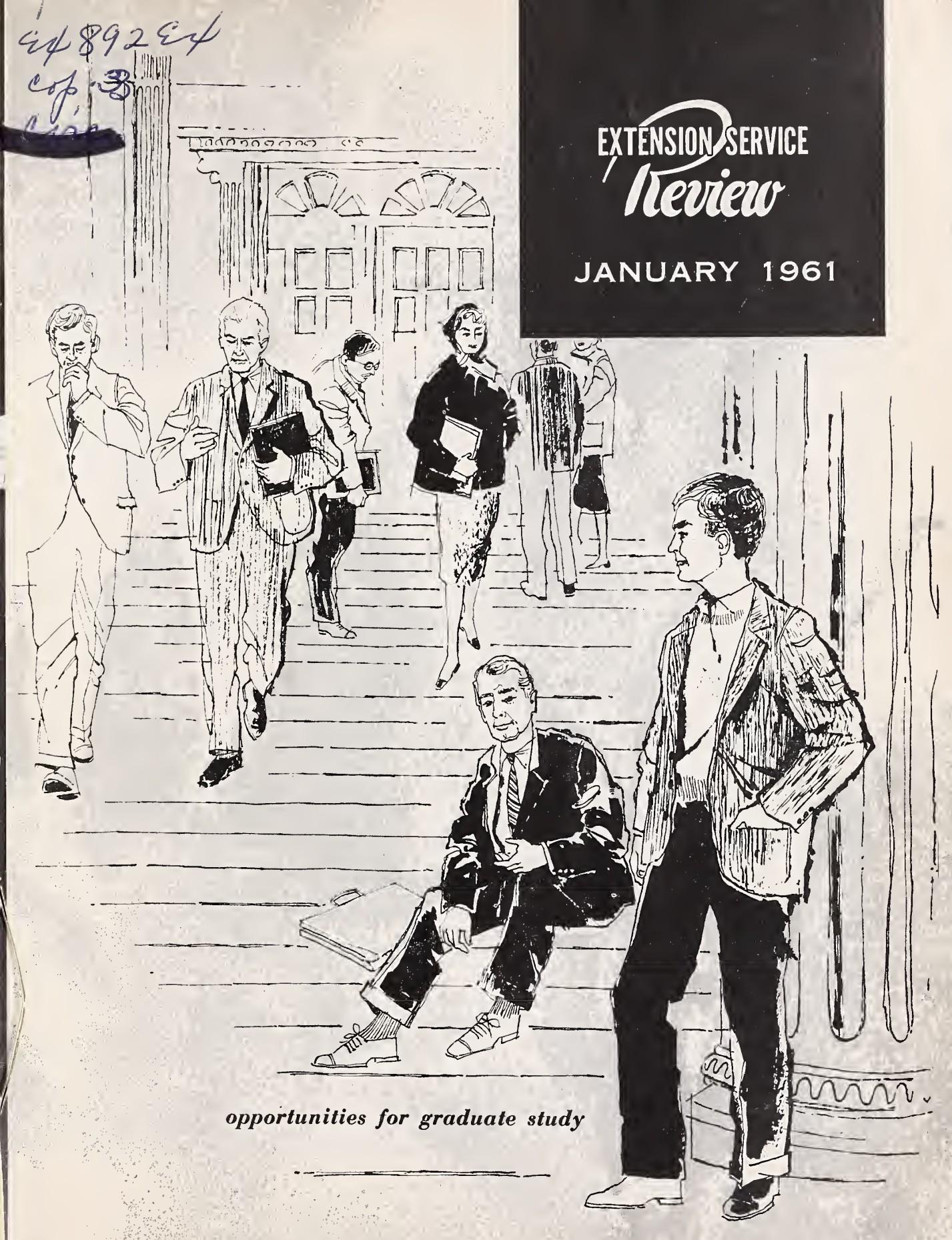


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# EXTENSION SERVICE Review

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Division Director: *Elmer B. Winner*  
Editor: *Edward H. Roche*  
Assistant Editor: *Doris A. Walter*

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*The Extension Service Review is for Extension educators—  
in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.*

*The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.*

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No. 1

## EAR TO THE GROUND

This month's issue continues our tradition of featuring professional improvement in the opening issue each year. And January is an appropriate month to do this.

The first month of the year, according to Webster, is named for Janus, the Roman god of gates and doors and hence of all beginnings. He was represented with two opposite faces, probably symbolizing the faces of a door. So presumably Janus could look in both directions—where he had been and where he was going.

January is a customary time for taking such a double look. A businessman looks back at the year just completed to see how his business fared. He takes inventory and prepares for the year ahead.

And January is a good month for extension workers to take a double look, too. We can look back at last year and see what kind of job we did—and where we might have done better if we had more know-how or skill in a particular area.

We can take inventory, too, just like the businessman. We can add up our educational skills and prepare for the year, or years, ahead.

If a businessman's inventory reveals shortages of some items, he has to decide if he will order more, where

to get them, and when. By the same token, if our personal inventory reveals a shortage of skills, we have to make some decisions.

As Dr. Durfee points out in the opening article, first we have to decide the if—whether we are going to improve our skills. Then we have to decide when, how, and where.

When is a personal decision and depends on many factors. Graduate study should be planned as far in advance as possible.

The how includes financial considerations, of course. Pages 12 to 14 list fellowship and scholarship offerings available to extension workers.

The balance of this issue may help you answer the where. It features graduate offerings in extension education at 13 land-grant universities, plus adult education programs at the University of Chicago and Indiana University.

New York University also offers advanced degrees in adult education and we hoped to include an article about their program. For unavoidable reasons, however, this article was delayed. So look for an article in February about New York University, described by author Ronald Shilen as "a private university in the public service."—EHR

The Review is issued free by law to workers engaged in extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D.C., at 15 cents per copy or by subscription at \$1.50 a year, domestic, and \$2.25, foreign.



# TO BE OR NOT TO BE A Graduate Student

by ARTHUR E. DURFEE,  
Associate Director of  
Extension, New York

**E**XENSION workers have three major questions about graduate study which can be identified by if, when, and where. Questions with dollar signs are also important and are related to each of the three.

Let's think about the "if." As educators, we believe that we must continue to develop and grow in our profession. Most would agree that such growth involves experiences beyond day-to-day tasks.

That experience may be a broad and varied reading program; it may be traveling to observe activities related to your work; it may be occasional courses in a nearby college or in special workshops and conferences; or it may be formalized study in summer schools or as a full-time graduate student.

Full-time graduate work permits you to study without the distraction

of a job. It brings you in touch with library and staff resources not readily available at home. It permits you to look at your work and analyze your needs and abilities more objectively. It can lead to advanced degrees that often are prerequisites to professional advancement.

Frequently there are personal as well as professional decisions to be considered. If a family is involved, should the members move to the graduate school community or remain at home? Many families have found that a semester or year of graduate study gives them more opportunities to be together free from accumulated responsibilities of home and community. Children of school age frequently develop new confidence and poise from adjusting to a new environment.

What about the financial ques-

tions? The long look is essential. There may be no "salary bonus" offered to those who have completed an advanced degree. But you can approach the dollars and cents angle by asking, "If I do not improve professionally, will I earn as many and as frequent salary increases? If I don't improve in competence and in formal training, will I be as likely to be offered promotions? Is an advanced degree essential to my professional advancement?"

A new car, a family vacation, a color TV, new furniture, or new clothes are alluring and worthy competitors for the family dollar. The problem is to weigh the tangible satisfactions they offer against an unknown satisfaction. One way to acquire some insights into possible satisfactions of graduate study is a thoughtful chat with those who have had the experience.

### *Managing Finances*

Several alternatives may be available for financing graduate study if you plan far enough ahead. These include sabbatic or other paid study leave, fellowships or scholarships, family savings, interest-free loans from extension fraternities or other interested groups, part-time assistantships or other part-time employment, rental income from your home (if lower rent is available where you are studying), and income earned by your spouse.

Planning ahead with extension administration and with the school at which you expect to study is extremely important. Many extensioners miss opportunities for financial help because no one knows of their needs.

Lacking any other resource, you can usually borrow funds and, in many instances, secure low-cost or interest-free loans through the school at which you study or from organizations in your home State. Borrowing a limited amount may be preferable to extending the study period, which is usually necessary if you have an assistantship. An investment in your professional future often is more important than other long-time commitments.

*(See Three Questions, page 14)*

# Designed for Individual Aims

by KENNETH F. WARNER, Professor of Extension Studies and Training, University of Maryland

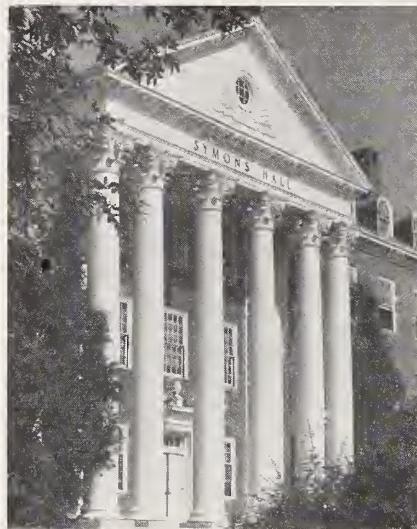
**G**RADUATE programs designed to meet your individual needs are the key to the University of Maryland's offering for extension workers. The variety of available courses and the opportunities in the adjacent Washington, D. C. area provide a unique setting for advanced study.

The Department of Agricultural and Extension Education offers an M. S. degree with a major in either extension or agricultural education.

## *Master's Program*

For a major in extension education, the required courses include program development, methods, communications, and community development. Among supporting courses are two in the USDA Graduate School—in evaluation and 4-H club work.

Other supporting courses at the University of Maryland are in human development, adult education, sociology, agriculture, and home economics. Nearly all subject matter depart-



Named after the first Director of Extension in the State, Symons Hall is the main agricultural building at the University of Maryland.

ments in the College of Agriculture offer graduate level courses leading to advanced degrees. A student may

major in one of the above areas with a minor in extension education.

An M. S. in extension education requires 24 hours of course work and a thesis. Students select a thesis problem of importance to them with a possible carryover into future research. The USDA evaluation course helps in the selection and design of a thesis problem.

On the Maryland campus is the nationally known Institute of Child Study. Courses on the principles of human development and the bases for behavior raise the curtain on a new field for most of our technically trained extension workers.

The Department of Sociology offers courses in the rural community, rural-urban relations, and methods of social research. Understanding the social structure of a community and the development of public opinion have proven useful parts of program

(See *Individual Needs*, page 16)

## Graduate Program Is 'Great'

by GEORGE E. RUSSELL, Assistant State 4-H Club Agent, Virginia

**S**OME of my coworkers have asked what I thought of the graduate study program at the University of Maryland. I try to answer by telling how the year of graduate work has helped me carry out my responsibilities.

The University of Maryland offers many avenues of specialization, or you can get a good selection of courses in different departments. My choice was to work toward a degree in Agricultural Extension Education. This allowed me to choose courses from the human development, adult education, sociology, and agricultural education and rural life departments.

Another advantage of graduate

work at Maryland is the opportunity to enroll in courses at the USDA Graduate School. I received credit for the 4-H seminar and evaluation courses taught by members of the Federal Extension Service staff.

My year of graduate study included more than course work. The National 4-H Fellowship program provided an opportunity to meet prominent people in government and leaders of national organizations which have headquarters in Washington. The philosophy and views of these people have helped me to mold my own philosophy.

Members of the Federal Extension Service staff, professors at the uni-

versity, and the five extension agents who shared in this 4-H Fellowship program will always be an inspiration to me.

Writing a thesis gave me an appreciation for research and a keen interest in studies made in my field. An understanding of research methods helps when analyzing a study to determine whether or not the conclusions are reliable.

I sincerely feel that the year of graduate study has prepared me for undertaking more responsibilities in my field of youth development. It has also given me a desire to continue studying and learning whenever the opportunity arises.

The graduate study program offered at the University of Maryland is "great" and I urge extension agents to apply for one of the National 4-H Fellowships.

# Offerings for Professional Workers

by JOHN M. FENLEY, Assistant Professor of Extension Education,  
Cornell University, New York

WESTERN, southern, midwestern, northern, down easterners, and upstaters—all extensioners join ranks at Cornell. They want to find better and more efficient ways of working with people and to dispense sound, accurate knowledge.

Added to American professional workers are extensioners from the four corners of the globe. They want to find out: what makes American extension education function the way it does and techniques they can take back to their countries for cross-fertilization of minds.

Cornell's emphasis recognizes the primary responsibility of an extension worker to be a teacher. His philosophy is to be ready, willing, and able to influence, educationally, rural men, women, and children toward a better, more complete life. To do this, his ability must be high in teaching, communicating, advising, demonstrating, and counseling.

## Program of Study

Each program is developed through personal counseling, taking into account professional interests, background of experience, formal study, and probable future work. This is in line with the Cornell Graduate School's policy of flexibility in formulating study programs.

Each student is helped to select courses, seminars, and other study experiences from offerings of the entire university. The core is usually within the Department of Rural Education and its Division of Extension Education.

The program develops an understanding of the nature and role of extension, with a nucleus of courses dealing with the extension educational process. Around this, students integrate study in all disciplines.

Courses in our extension nucleus include: extension service as an edu-

cational institution; educational psychology; extension program building; personnel management; principles, methods, objectives, and techniques in extension teaching and communication; seminar in comparative extension education; advanced seminar in extension education, and special studies in research.

Students supplement their core program with courses in agricultural economics, rural sociology, cultural anthropology, home economics education, human relations, and administration.

## Advanced Degrees

Cornell offers four advanced degrees in extension education. Two are the professional degrees in education (master of education and doctor of education); the others are general degrees (master of science and doctor of philosophy).

The general degree thesis emphasizes original research. The professional degree encourages the candidate to explore a professional problem and to apply his knowledge and ability to its presentation and solution.

One way of evaluating the success of the research conducted by members of the extension education program would be to examine the theses prepared. Topics have ranged from county problems to those of State and national importance, with emphasis varying from administration, programming, personnel management, and inservice training.

Many graduate students use their extension service as a testing ground for new ideas and concepts encountered in their academic studies. They may conduct a survey to find out how their own contact persons or administrators feel about certain phases of extension.

Others use the New York State

extension organization to prove or disprove hypotheses and theories. Farmers and homemakers in New York State and their voluntary leaders have furnished survey data for a wide range of research problems.

Among other research resources are case studies prepared in the comparative extension seminar. Each member develops and presents a case analysis of some extension project or program. Mimeographed, these materials constitute a large assemblage of analytical information.

All resources at Cornell—library, faculty, extension participants—combine to make the Cornell experience an important event in an extension educator's professional life.

# I Chose Cornell

by J. REED MOORE, *Summit County Extension Agent, Utah*

WHY do people act the way they do? What can I do to get people active and productive?

If I could learn more about people and their behavior, then I would go to a school where it is taught. These were the ideas which led me to Cornell University.

Why Cornell? First, the facilities are good. Classrooms, teaching equipment, and study rooms are conveniently located. The library facilities are excellent and resource materials are plentiful.

Second, specific courses are beneficial for leadership training, organizational methods, and rural community development. The courses in extension methods and program planning and building are county agent "profession builders." These are helping me to understand the people with whom I work.

(See *I Chose Cornell*, page 16)

# Equipping for Extension's Future

by J. J. LANCASTER, Head, Department of Extension Education, Georgia

**S**OUDIERS on the front line must be equipped with weapons to win the battle. And they need skill in the use of those weapons.

County extension workers are in a comparable situation. They must be equipped with the technical subject matter that can help win the battle of better living for American families. And they must be skilled in educational methods and techniques if they are to fully utilize their technical knowledge.

Most extension workers are adequately qualified in subject matter. This stems from the Extension tradition of requiring B. S. degrees in agriculture or home economics for county employment.

In today's rapidly changing rural America, training in human relations and educational methods is becoming increasingly important. Recognition of this, plus Extension's growth as a specialized area of adult education, prompted the University of Georgia to establish the professional degree, master of agricultural extension.

## **Major Requirements**

The program of study leading to this degree is specifically designed to meet the training needs of today's county extension workers. All candidates must have had a year of field experience in extension, or closely related work, in addition to the appropriate bachelor's degree.

The program includes 55 quarter hours of course work, including 10 hours of agricultural extension, 10 hours of communications, 10 hours of social science, 15 hours of agriculture and/or home economics, and 10 hours of electives. No foreign language nor thesis are required. However, each candidate is required to prepare a paper illustrating application of the principles of extension education to a teaching problem.

Candidates for the degree must also meet the general requirements for professional degrees as set forth by the Graduate School at the university. The degree is administered by the Graduate School and the program is coordinated by the Department of Extension Education in the College of Agriculture.

Among the outstanding features of this program is its tailoring to fill the individual training needs of career extension agents. Prospective students who are undecided about making county extension work their career are encouraged to pursue the advanced general degrees—master of science in agriculture or master of science in home economics.

Another feature of this program at the University of Georgia is the institution itself. As the Nation's oldest State chartered university, Georgia has a long history of service to higher education at both the graduate and undergraduate levels. Almost half (43 percent) the candidates for master of science and Ph. D. degrees in the university are working on programs in the College of Agriculture.

Other significant features of the university include its newly completed \$12,000,000 science center, the



Georgia Center for Continuing Education with a 316,000-watt television station, and several cooperating regional agricultural research facilities.

Students in the Master of Agricultural Extension Program have opportunities to visit, observe, and study extension work under a wide range of social, climatic, and economic conditions throughout Georgia. The State extension staff also provides a reservoir of experience from which the student can draw.

With 148,365 members enrolled for the 1959-60 club year, Georgia has the second largest 4-H club program in the United States. The \$3 million Rock Eagle Center is indicative of the importance people of the State as well as the extension service accord 4-H club work.

A strong statewide home demonstration organization, with more than 1,500 home demonstration clubs enrolling almost 31,000 homemakers, provides a solid background for the home economics phase.

## **Special Sessions**

Dovetailed with the Master of Agricultural Extension Program is the Georgia Winter Session for Extension Workers. Six courses similar to those offered in Regional Extension Summer Schools are offered for both graduate and undergraduate credit in the late winter of each year.

Attendance at the Winter Session provides interested students an opportunity to visit Georgia and gain firsthand information about the university and the master's program.

In addition to courses offered in the regular university sessions and the Winter Session, several courses in the technical subjects of agriculture and home economics are available once a week to county and home demonstration agents within commuting distance of the campus.

# Advancing Professional Skill

by H. C. SANDERS, Director of Extension, Louisiana

**A**n outstanding faculty, excellent study and research facilities, a hospitable atmosphere, pleasant surroundings, and a sincere interest in the progress of the student. That's what the extension worker seeking professional improvement will find at Louisiana State University and Agricultural and Mechanical College.

An intensive program of professional improvement among extension workers in Louisiana has created favorable background for advanced study by those from other States. More than two-thirds of all parish (county) extension members in Louisiana either have a master's degree or are working toward one. During the 1960 fall semester, more than 125 were working on master's degrees in agricultural extension education.

This study is encouraged as a way for extension staff members to acquire the professional skill needed to work in the field of scientific farming and homemaking among farmers and homemakers of rapidly rising educational levels. It also is a means by which extension staff members can achieve the academic standing needed for the best relationship with other university personnel and representatives of other agencies, business, and industry.

## **Advantageous Location**

Louisiana State University and Agricultural and Mechanical College—the combined State University and land-grant college of Louisiana—is located at Baton Rouge. It is in an area of year-round mild climate, close to historic New Orleans and the scenic Acadian country of South Louisiana.

The university has a spacious campus with extensive research farms nearby. Many buildings are air-conditioned.

Facilities include a new library (of more than 800,000 volumes) and a

university-financed computer center which may be used for research at no cost to faculty or students.

LSU offers a master of science degree in Agricultural Extension Education and plans to offer a doctor of education degree in the same field in the near future. Course offerings include major courses in agricultural extension education and studies in other departments.

The master's degree program is flexible so that a student may plan a course based on his individual needs and interests. Departments in which major course work may be undertaken include sociology, agricultural economics, speech, psychology, journalism, and education. Subject matter minors may be taken in agriculture, home economics, or related fields.

Two plans of work are offered at the master's level. One consists of 30 hours of course work including 6 hours thesis credit; the other is 36 hours of course work without a thesis.

A graduate student can register for

a maximum of 10 hours of course work at the regular summer school, during which the university offers a broad course of study. An alternate summer plan allows a student to register for 3 hours of course work during each of several 3-week workshops. Although the last 3 weeks of the summer session is the time of the regular agricultural extension summer school, allowing for fellowship with other extension workers, this plan makes it possible for students to get course work earlier.

The LSU Graduate School requires that out-of-state applicants have a 1.5 credit average in undergraduate work—midway between a "B" and a "C" average. Applicants from Louisiana may enter on academic probation with a 1.0 average.

To learn more about opportunities at Louisiana State University, write to Dr. L. L. Pesson, Associate Specialist (Training) and Associate Professor of Agricultural Education, Knapp Hall, University Station, Baton Rouge, La.

# Graduate Study Pays Off

by JAMES E. GOODMAN, Bolivar County Agent, Mississippi

**G**RADUATE work at LSU in 1959 paid off handsomely for me.

The rewards were both financial and professional. Since returning to duty, I have put to practical use much of the information gained at LSU.

I was impressed with LSU when I arrived at the school. Its very size and scope of educational opportunities were amazing.

The professors and faculty advisors stand out vividly in my recollection. In every instance they were friendly and helpful. Each one took a personal interest in me and my graduate study.

They made every effort to give me training which would be of practical value in my profession. In doing this, they were also careful to keep the courses on a high academic level.

One thing I particularly liked was the informal conduct of classes. Graduate students were encouraged to participate in discussions and exchange ideas and information.

Another pleasant and rewarding experience was meeting and associating with so many Louisiana extension workers. In my estimation, they are tops!

# **Graduate Programs for Individuals**

**by LEWIS H. DICKSON, CLAIRE GILBERT, and ROBERT S. DOTSON, Department of Extension Training and Studies, Tennessee**

**E**XENSION workers doing graduate work in agricultural extension at the University of Tennessee have the opportunity to develop master's degree programs tailor-made for their individual needs and interests.

Each program with a major in agricultural extension is developed around a core of courses, including: History, Philosophy, and Objectives of Cooperative Extension Work; Program Planning; Program Execution; Program Evaluation; Adult Education; Rural Sociology; Youth Programs; and Seminars and Special Problems in selected areas of extension program emphasis.

## ***Supporting Courses***

Primary support to the core courses is available in the technical subject matter fields of agriculture and home economics. Students can select from a variety of offerings in economics, sociology, psychology, philosophy, supervision, and administration.

If students wish to prepare for subject matter specialist work with majors in the agricultural or home economics departments, minor study is available in agricultural extension. If they wish to pursue a broader, more general master's degree program, majors in general agriculture and home economics are offered. Here, also, minors in agricultural extension are provided.

Tennessee offers other advantages. For example, the Tennessee Agricultural Extension Service has pioneered in the community development approach to extension teaching and is currently regarded as one of the leading States in this movement. Likewise, the University of Tennessee and the Tennessee Valley Authority have cooperated in the development of the Unit-Test Demonstration method of extension teach-

ing. Tennessee was one of the original States to begin pilot county work in Rural Development.

The above named areas, Community Development, Unit-Test Demonstration, and Rural Development, provide students with unique opportunities for laboratory work, seminars, special problems, and research. Similar opportunities exist in other areas of agricultural extension work.

Extension workers who can be away from their jobs for brief periods of study may take advantage of the special graduate credit courses for extension workers offered in a 5-week session each winter. A

student may select three courses for a maximum of 9 quarter hours of credit.

Offerings include courses in agricultural extension, agricultural economics and rural sociology, agronomy, agricultural engineering, animal husbandry, dairying, horticulture and forestry, agricultural education, poultry, and home economics.

Experienced extension workers come to the University of Tennessee for graduate study from many States and nations. The resulting opportunity to share professional experiences further expands and enhances the individual master's degree program available for you at Tennessee.

# **A True Learning Experience**

**by BERNICE LaFRENIERE, Macomb County Extension Agent, Home Economics, Michigan**

**M**Y year of graduate study at the University of Tennessee was such a satisfying one that I welcome this opportunity to tell others of the advantages there.

Anyone wishing to take work in extension education could not ask for a better teaching staff than that at the University of Tennessee. These people have a deep understanding of extension agents' problems and work toward making graduate study a meaningful experience in terms of future work. Class work, special problems, and thesis problems are all keyed to real situations.

This teaching staff has a deep conviction in the extension philosophy of helping people to help themselves. A student is stimulated to think for himself, to gain new experiences, and to develop his own concepts of education.

Classes are small enough to give individual attention, yet large enough to be stimulating. Most include

students with a wide variety of background and experience. There are usually some foreign students in each class which also adds interest.

Another advantage of graduate study at the University of Tennessee is the interest shown by the State extension staff. Students are included in many of the extension activities on campus, and they have an opportunity to see how this State conducts its program.

For the graduate student fortunate enough to work on an assistantship, nothing can compare with this experience. This student is drawn into curriculum planning, teaching, and evaluation. The opportunity to work closely with the faculty and with undergraduate students is a real challenge and inspiration.

Southern hospitality cannot be overlooked. For a student far from home, the friendship of faculty members and their families is most welcome.

# Toward a Broader Viewpoint

by CYRIL O. HOULE, Professor of Education, University of Chicago

THE University of Chicago stands outside the land-grant university system. It is oriented toward the basic fields of knowledge and their application rather than toward the technical professions. And it is located in the heart of a great city.

To many people within Extension, it may appear odd that the University of Chicago should have expended large amounts in maintaining, for more than a quarter of a century, a program to educate the leaders of Extension. What can Chicago offer to supplement the graduate facilities of the land-grant universities?

The people best equipped to answer this question are participants in the program. In October 1960, eight extension workers were in full-time residence on the University of Chicago campus. I asked each of these to list reasons why he or she had chosen to come to Chicago.

## *Students Surveyed*

These eight are: C. Dean Allen, assistant state 4-H leader, Michigan; Margaret Bodle, district home demonstration agent, Alaska; Frank Campbell, assistant director, Wisconsin; Harry A. Cosgriffe, personnel and training leader, Montana; Cleo Hall, assistant state leader of home advisers, Illinois; Errol D. Hunter, assistant director, Oklahoma; Ann Litchfield, associate in clothing and textiles, New Jersey; and E. M. Trew, pasture specialist, Texas.

The program at the University of Chicago seeks to embody the principles of sound graduate education sought in every institution of higher learning: rigorous study of advanced subject matter; reliance on the initiative of the individual student; a sequence of courses and other activities to present certain essentials but also to adjust to the particular requirements of each student; an effort to encourage each participant to

undertake a broad range of studies and not merely to concentrate in a narrow field; and, for those who wish degrees, the usual examination, thesis, residence, foreign language, and other requirements.

The eight students were asked not to deal with such general matters but to concentrate on the distinguishing features of the university's program. Reasons follow as they were listed.

*To complement the training and experience already secured in a land-grant university.*

Those who expressed this view felt themselves to be deeply grounded in the land-grant system. They wanted the experience of being part of another kind of university tradition in order to put their past activities and future work into a broader perspective.

More particularly, they wished to explore some of the realms of knowledge they had not previously had the opportunity to pursue but which are an important part of the work at the University of Chicago.

*To gain breadth of knowledge and applications of that knowledge in other fields than extension.*

Those who gave this reason view extension as an applied field of education. Their hope was to go more deeply into the principles which underlie that particular field in order to have a firmer control of fundamentals and a greater range of application. Underlying this reason is the realization that university adult education, including both cooperative and general extension, is beginning to undergo a deep and searching appraisal. These men and women hope to be ready to fulfill larger responsibilities.

*To have the opportunity for extended association with professionals in other areas of adult education.*

The students from extension are part of a larger group actively work-

ing on their masters' and doctors' degrees with adult education as a major part of their programs of study. These people are drawn from general university extension, evening schools, libraries, management training, labor education, and other allied fields.

This is a tightly knit group who work, study, discuss, and play together. This association is a highly educational one and, by the time the degree is received, its recipient has a detailed and sympathetic knowledge of how the general principles of adult education are applied in many fields, has learned how to enrich his own work by borrowing the successful practices of others, and has built the basis for a lifetime of cooperation.

*To have the experience of coming to know a large city and its cultural resources.*

To come to Chicago, particularly with a wife and children, tests the capacity of extension workers to enlarge their horizons, to come face to face with urban problems, to take advantage of the many facilities offered, and to share in the life of the city. This challenge is one which most extension workers who come to Chicago welcome and from which they derive great enjoyment and profit.

*To pursue their study in adult education.*

All eight have achieved basic competence in subject matter and are now primarily concerned with its application. They want to know how to help the men and women they serve to increase their skills, their knowledge, and their sensitivity.

These five reasons admirably define the distinctive features of the Chicago program as the university has attempted to develop it. They also define the kind of leader who wishes to achieve breadth of view-

*(See Broad Viewpoint, page 16)*

# **Building on a Fund of Knowledge**

by PAUL BERGEVIN, Director, Bureau of Studies in Adult Education,  
Indiana University

**W**HAT are the conditions favorable to adult learning? How should adult education programs be planned, organized, executed, and evaluated? What are the ethical and professional responsibilities of an adult educator?

These and other broad questions represent knowledge and skills needed by an adult educator, such as an extension agent. Students at Indiana University participate in a sequence of courses and field experience designed to give them such knowledge and skills.

Courses have evolved as the need for them has been revealed and as research and field experience warranted. This process has resulted in a broad curriculum that covers in detail the major phases of adult education.

Students of many different educational or occupational backgrounds are finding study in adult education interesting and useful. Among these are teachers; librarians; and extension, industrial, health, religious, social, and recreational workers.

Since the faculty members are engaged in research and field service activities with adults, they bring to their graduate courses a background of firsthand experience. Graduate students also have opportunities to observe and participate in adult education activities.

The student learns about the research carried on by faculty members in institutions throughout the State and participates in workshops and clinics in specialized areas.

## **Program Features**

Each student has the opportunity to participate actively in: the development of his program, the conduct of his courses, the selection of his field activities, and field research.

Indiana's program in adult education is made up of a broad offering of courses that have evolved from

findings in research and field service. Students have opportunities to augment adult education work by study in a wide range of related areas.

Individual program arrangements are made to meet the needs and goals of the mature student. Training emphasizes both content and process.

Specific training in particular institutional areas is emphasized in advanced stages of the program. Students have opportunities to participate in institutional research in such areas as agriculture, libraries, churches, general extension, and industry. Students also can take part in training lay leaders at the national clinics in adult education held on the Indiana campus each year.

Internships offer opportunities for practical field experience. Graduate assistantships and fellowships are also available.

Students are oriented toward sound, objective scholarship in adult education. Emphasis is on the ethical and professional responsibilities of the adult educator.

Four graduate degrees in adult education are conferred by Indiana University: master of science in education and doctor of education, both in the School of Education; and master of arts and doctor of philosophy in the Graduate School.

In this graduate program, emphasis is placed on the idea that a fund of knowledge in the significant fields of human experience is essential as a base from which the student can extend his talents into new and evolving areas. Principles of adult education are examined in terms of imaginative concepts in an effort to place them in new perspectives.

# **Learning to Understand Adults**

by ANITA DICKSON, Extension Supervisor, Indiana

**H**OW do adults learn? What kind of educational programs do adults want? What are effective methods in teaching adults?

These are some of the areas where I wanted help in my program of graduate study. Indiana University is well equipped to give help in these areas.

Since all members of the teaching staff are also members of the Bureau of Studies in Adult Education of Purdue and Indiana Universities and are continuously working with adult groups in leadership training, the graduate student at Indiana University benefits in two ways.

First, the staff members have experience in working with many groups—industry, labor, hospitals,

churches, libraries, schools, farm organizations, and community groups. Second, the results from the field experiences are continuously fed back into graduate programs.

Programs such as this, broadening and at the same time specific, attract students interested in many areas of adult education. Close contact with others in different areas of the field makes for a profitable sharing of experiences.

Considerable latitude is permitted in graduate programs in adult education so that in a sense each program is tailored to fit the particular needs of the individual. This allows opportunity to take advantage of the offerings in other schools and departments of the university.

# Prepare for the Job Ahead

by W. E. RINGLER, Assistant Director of Extension, Kansas

THE desire to do a good job and the prestige of advanced degrees encourage extension agents to consider graduate training as almost a necessity. This quest for knowledge will result in a highly competent staff—if we provide suitable graduate programs.

The graduate program in extension education at Kansas State is administered by the Department of Education in cooperation with the Extension Division. Extension staff members have part-time teaching assignments and advise students majoring or minoring in Extension Education.

Our Graduate School aids the student in securing maximum general education while pursuing specialized study. Graduate students are encouraged to aspire to a well-rounded self-development program with a worldwide viewpoint.

## Range of Courses

Kansas State offers major work leading to the master's degree in 66 fields and a doctor of philosophy in 21 fields. This gives the student a wide selection of courses in a graduate program.



H. E. Jones, Director of Extension; L. F. Neff, Coordinator of Personnel Training; W. E. Ringler, Assistant Director of Extension; Roman Verhaalen and Thomas Averill, both of Continuing Education (left to right) serve on supervisory and examining committees for graduate students at Kansas State University.

Generally two-thirds of the student's time is devoted to the major subjects and one-third to one or more minor subjects. A student in extension education must take selected courses in adult and extension education. The following are required: Extension Organization and Policies, Adult Education, Seminars in Adult Education, and Statistical Methods I.

Candidates for the master of science are required to spend one aca-

demic year in residence. Under special conditions, the residence may be reduced to 1½ semesters, or three summer sessions of full graduate study. Credit earned in regional or other summer schools may be applied to the degree.

Graduate students are invited to participate in many activities and events which contribute to overall educational aims—bands, orchestra,

(See *The Job Ahead*, page 16)

# Will It Pay? Yes!

by LAWRENCE J. COX, District Agricultural Agent, Kansas

I FOUND graduate work at Kansas State University challenging and worthwhile. My reasons can be summarized under three headings—faculty, program of study, and location.

As a county agricultural agent, I wanted more training in teaching methods and farm management. So I decided to major in extension education and minor in agricultural economics.

An advantage of K-State's program is having extension staff members

on the graduate faculty. These men are available for consultation and serve on supervisory and examining committees. They also help with graduate research.

The curriculum makes it possible to take courses that fit individual interests and needs. With the aid of my major professor, I selected courses which would "add up" and give depth of knowledge in several fields.

K-State is located in the flint hills of Eastern Kansas, a beef cattle area. To the west is the largest winter wheat producing section. East and northeast are general farming and corn production. Here an extension worker can view a wide combination of extension programs adapted for the different farming areas.

Will it pay to get an advanced degree? My answer is "yes" if I put this new knowledge to work.

Before I finished my degree I was offered a position on the State staff. This was a new opportunity. The trend in the educational field for advanced academic standing emphasizes the importance of graduate study.

## **University of Chicago Extension Fellowships**

The Department of Education, University of Chicago, will make five university extension fellowship grants in 1961-62.

The grants are available to U. S. personnel in general university extension, the Cooperative Extension Service, or evening college activities. The stipend is \$5,000 for four quarters of consecutive residence study in the Department of Education at the University of Chicago. Closing date for submitting an application is February 15, 1961.

Application forms are available from Dr. Cyril O. Houle, Chairman, University Extension Fellowships, Department of Education, The University of Chicago, 5835 Kimball Avenue, Chicago 37, Ill.

Selections will be made on the basis of the candidate's academic record, his motives in seeking advanced training, and his potential for leadership.

## **National Agricultural Extension Center for Advanced Study**

Fellowships are awarded annually on a competitive basis to degree candidates or special students. For students without other financial support, fellowships amount to \$3,000 for the calendar year for a person without dependents and \$4,800 for a person with three or more dependents. The individual and his institution are expected to contribute financially to the maximum of their resources. The amount of the fellowship will be prorated accordingly.

Fellowships are limited to persons currently employed in administrative, supervisory, or training positions in the Cooperative Extension Service within the 50 States and Puerto Rico. Other persons may be considered if their administration strongly recommends them to the Center as individuals whom they expect to employ in the near future for administrative, supervisory, or training responsibilities on a statewide basis.

Applications for admission to the graduate training program in the Center, including applications for admission to the University of Wisconsin Graduate School for either

the summer or fall semester of 1961, must be received not later than March 1, 1961.

The Center for Advanced Study is sponsored cooperatively by the American Association of Land-Grant Colleges and State Universities, the Federal Extension Service of the U. S. Department of Agriculture, the W. K. Kellogg Foundation, and the University of Wisconsin.

Persons interested in opportunities at the Center should write to Dr. R. C. Clark, Director, National Agricultural Extension Center for Advanced Study, College of Agriculture, University of Wisconsin, Madison 6, Wis.

## **Farm Foundation Extension Fellowships**

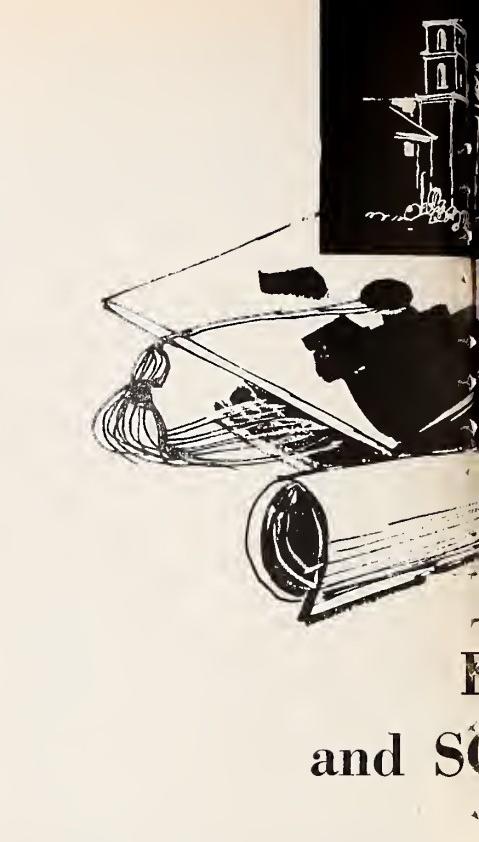
This foundation offers fellowships to agricultural extension workers, with priority given to those on the administrative level, including directors; assistant directors; and supervisors of county agents, home demonstration agents, and 4-H club workers. Individuals being trained to assume administrative responsibility will be considered if the quota is not filled from supervisory staff. Fellowships will apply to staff members of the State extension services and USDA.

Courses of study may be pursued for 1 quarter, 1 semester, or 9 months. The amount of the awards will be determined individually on the basis of period of study and need for financial assistance. Maximum grant will be \$4,000 for 9 months' training.

It is suggested that the courses of study center in the social sciences and in courses dealing with educational administration and methodology. Emphasis should be on agricultural economics, rural sociology, psychology, political science, and agricultural geography.

The fellowships to administrators and supervisors apply in any one of the following universities and colleges: California, Chicago, Cornell, Harvard, Illinois, Iowa State, Michigan State, Minnesota, North Carolina State, and Wisconsin.

Applications are made through State directors of extension to Joseph Ackerman, Managing Director, Farm



Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

Applications must reach the Farm Foundation not later than March 1.

## **Sarah Bradley Tyson Memorial Fellowships**

For a number of years the Women's National Farm and Garden Association has offered annually Sarah Bradley Tyson Memorial Fellowships of \$500 for advanced study in agriculture, horticulture, and "related professions." The term "related professions" is interpreted broadly to include home economics. This year the association is again making available two such fellowships.

Applications should be made to Mrs. Fredericks Jones, Longwood Towers, 20 Chapel Street, Brookline 46, Mass.

## **Grace Frysinger Fellowships**

Two Grace Frysinger Fellowships have been established by the National Home Demonstration Agents' Association to give home demonstration agents an opportunity to study and observe home demon-

# FELLOWSHIPS SCHOLARSHIPS

stration work in other States.

The fellowships, established as a tribute to Grace E. Frysinger, are \$500 each to cover expenses of one month's study.

Each State may nominate one candidate. Agents to receive the fellowships will be selected by the National Home Demonstration Agents' Association.

Applications are handled by the State Association Professional Improvement and Fellowship Chairman in cooperation with State home demonstration leaders.

## National Wildlife Federation Scholarships

The National Wildlife Federation and State affiliates offer a number of scholarships and fellowships to qualified individuals studying in the field of conservation or conservation education. Activities that might be considered appropriate include: resource management, teacher training, radio and television, scouting and conservation, curricular problems, farmer-sportsman relationships, conservation workshop techniques, journalism, and State programs.

November 1 is the deadline for applications. Grants of up to \$1,000 are made.

Applications and further information may be obtained from the Executive Director, National Wildlife Federation, 1412—16th Street, N. W., Washington 6, D. C.

Applications for scholarships are made through the State director of extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

## Farm Foundation Scholarships in Marketing

The Farm Foundation is offering 20 scholarships—5 in each extension region—for marketing specialists, district supervisors, and marketing agents attending the Regional Extension School at Colorado State University.

The Foundation will pay \$100 to each recipient.

Applications for scholarships are made through the State director of extension to Mr. Howard D. Finch, State Supervisor, Extension Education and Evaluation, Colorado State University, Fort Collins, Colo.

## Farm Foundation Scholarships for Supervisors

The Farm Foundation offers 20 scholarships to extension supervisors on the following basis:

The Farm Foundation will pay \$100 toward the expenses of one supervisor per State up to 20 States enrolled in the supervisory course during the 1961 summer session at the National Agricultural Extension Center for Advanced Study.

Applications should be made by May 1 through the State directors to R. C. Clark, Director, National Agricultural Extension Center, University of Wisconsin, Madison 6, Wis.

Applications must be made by January 1 for the winter school and by April 1 for the extension summer schools. Applications should be made through the State director of extension to the Extension Training Branch, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C.

## Farm Foundation Scholarships in Public Agricultural Policy

The Farm Foundation is offering 100 scholarships, 25 to each extension region, for county extension agents attending the regional summer school courses in public agricultural policy.

The Foundation will pay \$100 of the expenses of the agents selected by the directors. Both agricultural and home agents are eligible.

Applications for scholarships are made through the State director of extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

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Applications should be made by May 1 through the State directors to R. C. Clark, Director, National Agricultural Extension Center, University of Wisconsin, Madison 6, Wis.

## National 4-H Club Foundation and Sears-Roebuck Foundation

In 1961, for the tenth year, 50 scholarships are available to extension workers for training in the National Workshop in Human Development and Human Relations. These scholarships are provided through the National 4-H Club Foundation, by a grant from the Sears-Roebuck Foundation.

The 6-week workshop will be held June 12-July 21 at the National 4-H Center, Chevy Chase, Md., in cooperation with the College of General

(See Fellowships, page 14)

## FELLOWSHIPS

(From page 13)

Studies, George Washington University.

As in the past, scholarship applications will be open to at least one man or woman extension worker from each State and Puerto Rico, provided they devote one-third or more time to work with or for youth. States are encouraged to name one or more alternates, because every State does not name a candidate each year. Applicants shall not have received one of these scholarships before. Scholarships will range from \$175 to \$225.

Applications may be obtained from the State extension director. Approved applications are to be sent by the State director to Extension Training Branch, Federal Extension Service, USDA, Washington 25, D. C., by April 1.

## National 4-H Service Committee, Massey-Ferguson, Inc., and Successful Farming Magazine Cooperating with the Federal Extension Service

Seven fellowships of \$3,000 each are available to young extension workers for 12 months of study in the United States Department of Agriculture under the guidance of the Federal Extension Service.

Two of these fellowships are provided by the National 4-H Service Committee, Chicago, Ill.; four by Massey-Ferguson, Inc., Detroit, Mich.; and one by Successful Farming magazine through the Edwin T. Meredith Foundation, Des Moines, Ia.

Fellows may study at a local institution of higher learning or may organize an out-of-school program of study.

Fellowships are awarded to young men and women from nominations by State directors of extension or State 4-H club leaders to the Extension Training Branch, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C. Applications may be obtained from the State director of extension. The applicant shall not have passed his 32nd birthday on June 1, 1961. Deadline for application is March 1.

## Pfizer Awards

The Agricultural Division of Chas. A. Pfizer & Co. of Brooklyn, N. Y., has announced the sponsorship of four fellowships for travel or study to be offered in the fall of 1961 to home demonstration agents, one in each extension region. The awards are \$1500 each.

Candidates are asked to describe in their applications the development of their county home demonstration programs, a detailed plan of how they propose to use their awards, and information on their personal and educational background. The study period is to consist of a minimum of 6 weeks.

Applications may be obtained from the State extension director. Any home demonstration agent who has a minimum of 5 years' experience may submit an application to her State selection committee.

One application from each State should be approved by the State selection committee. It should be forwarded with a letter of approval by July 1, 1961, to the Extension Training Branch, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C.

## THREE QUESTIONS (From page 3)

More and more extension workers say, "The question is not if: it is when and where."

A categorical answer to when would be, "Two years from the time you first start thinking about it, because you will need that long to get ready." Actually there is no specific best time.

Each worker needs to review his own situation and the study leave privileges available. Once you have a general plan, you can adapt it to the availability of scholarships or fellowships, to family convenience, to family finances, to plans of coworkers, or to unexpected opportunities which may become available.

In general, graduate study within the first few years on the job is desirable. Those who have waited 15 to 20 years seem to find the study experience worthwhile, but their frequent lament is, "I don't know why I didn't do it earlier!"

Many workers are finding that one graduate study experience is not

enough. So in some ways, the proper question is "how often" as well as "when."

## Where to Go

To answer the question of where, the extension worker must first ask, "Do I want to be a generalist, specialist, or administrator? What are shortcomings in my present training? Would I rather study with a large group of fellow extensioners at one of the many land-grant colleges offering graduate study programs in Extension? Or would I rather go to schools such as Chicago, Columbia, or Harvard, where I would associate with students who have different backgrounds and interests?"

As you answer these broad questions, you soon come to more detailed questions: "Is the school on the quarter or semester system and which best fits my needs? Are there important differences in costs, either in the school or for family living? Are there differences in the degrees offered and in the requirements to be met? Are assistantships available? How does an assistantship affect residence credit? What are the breadth and strength of supporting courses available?"

## Weighing Possibilities

College catalogs and conversations with fellow extensioners are the best means of narrowing the possible answers to these questions. As alternatives narrow to two or three, it is best to visit the schools, talk with those in charge of the program that interests you, and examine the living situation for yourself. Extension workers have frequently used family vacations for such visits and many have attended a summer school before enrolling in the graduate school.

There are many fine graduate programs in schools in all sections of the country. The more precisely you define your aims, the more important it is to make certain they can be achieved at the school of your choice. Because there is much to learn and the demands of extension jobs are broad, any of the programs available can offer you a satisfying, worthwhile experience.

# Doors You Never Dreamed Existed

by **GEORGE H. AXINN**, Director, Institute for Extension Personnel Development, Michigan State University

Do you remember the line in Auntie Mame, "I'm going to open doors for you . . . doors you never even dreamed existed!"?

In a way, Auntie Mame describes the task of every extension educator—in fact, the task of all education. In a real sense, the underlying objective of what we do is to open doors for people—doors they never even dreamed existed!

It was in this spirit of "opening doors" that Michigan State University created the Institute for Extension Personnel Development. The aim was to focus its varied educational resources on the professional improvement of people like you.

The Institute itself offers integrating seminars—which are actually organized idea-exchanges among experienced extension educators from all parts of the world. Beyond this, students select from the course offerings of more than 70 departments at the University.

The Institute is an academic unit in both the College of Agriculture and the College of Home Economics.

The interdisciplinary structure of the Institute encourages extension workers to round out their technical training and improve their effectiveness as educators with study in many fields.

## Academic Program

Most specialists and some agents work toward degrees with major study in one of the departments of the College of Agriculture or the College of Home Economics. For these people, the Institute offers a minor in extension at both the master and the doctorate level.

The Institute also offers a major in extension education, agricultural extension, or home economics extension. With any of these, you may select a minor in one of the departments in the College of Home Economics or the College of Agriculture; or general communication arts, sociology, social psychology, anthropology, psychology, adult education, or a similar area.

All graduate students enrolled in

the Institute meet individually each week with the Director of the Institute. These sessions are primarily devoted to evaluation of the student's program and guidance in reading and research.

The research program features special problems and thesis work done by graduate students. These relate the main stream of the Institute's research program, which involves measurement of the effectiveness and efficiency of extension programs, as well as other problems of the Extension Service.

The graduate seminar on the Co-operative Extension Service is offered during the fall, winter, and spring quarters, each featuring a different aspect of extension education.

## Master's Study

Students whose major study is in the Institute for Extension Personnel Development have a wide choice of course offerings. Each student selects at least one minor field which involves from 12 to 15 credit hours in that department.

A total of 45 term credits is needed for the master's degree. Of these, up to 12 may be earned in research relating to the student's thesis. All students who major in extension at Michigan State University either write a thesis or conduct significant original research.

All Institute students are encouraged to enroll in the seminars, as well as special research. In addition, at least one course in research methods in one of the social science departments is usually required. This is often followed by a statistics course.

Other than this, each student builds his own program based on needs and interests, drawing on the rich program offerings of any department.

(See Open Doors, page 22)



Graduate students in the Institute for Extension Personnel Development took a bus tour of Michigan's Upper Peninsula.

## I CHOSE CORNELL

(From page 5)

Third, the environment is fine. The friendliness and willingness of the professors to give assistance made the year's study very encouraging. The university sponsored outstanding national and international authorities in lectures, forums, and seminars.

The exchange of ideas with co-workers from other States is a great benefit for graduate students. Many a good suggestion is exchanged from one extension worker to another.

Finally, the expanding scope of extension work intrigued me as much as anything I experienced while at Cornell. Close association with friends from 43 different lands blends and strengthens our thoughts, feelings, and attitudes toward each other.

## INDIVIDUAL NEEDS

(From page 4)

development and the identification and use of leaders.

The College of Home Economics offers a master's degree with a choice of majors in general home economics, textiles and clothing, or food.

Courses in public relations, journalism, office management, use of radio, television, and the management of a broadcasting station are available.

Agents find that courses in economics, farm management, farm policy, and marketing help prepare them to assist farm people in the reorganization of their enterprises.

Students working in urban or suburban areas may include courses in floriculture, plant pathology, or consumer education with observations of ongoing extension programs in the adjacent metropolitan area.

The university is located within 10 miles of the Federal Extension office in Washington, D. C. and within 7 miles of the Agricultural Research Center at Beltsville. The student at the University of Maryland has the advantage of personnel and facilities of the land-grant college, the U. S. Department of Agriculture, and other government agencies.

The Library of Congress heads a list of unequaled reference resources in the area. If it has been written,

you can find a copy in Washington, D. C.

Students have opportunities to discuss specific situations with members of Congress, leaders of federal departments, and the many national and international associations with headquarters here. This Washington area is a crossroads for agriculture.

## BROAD VIEWPOINT

(From page 9)

point, who is eager to prepare for the greater opportunities of the changed extension of the future, who is not content to accept established structure and procedure on faith but wishes to examine the principles which underlie them, and who derives satisfaction from a sense of community with all those who seek to educate adults.

The University of Chicago welcomes the leaders of extension who undertake graduate study for these reasons and it does its best to rise to the challenge they present.

## Real Challenge

by CARL F. MEES, Cook County  
Farm Adviser, Illinois

THE most challenging years of my life were spent in graduate study at the University of Chicago.

Students enrolled in adult education are concerned with the broad development of the field and the coordination of its activities. During my stay at Chicago, I rubbed shoulders with more than 300 students working in 23 occupational categories—public school administrators, administrators of general university extension, university faculty members, labor union officials, nursing administrators, librarians, and clergymen. The liberal adult educational program reaches those in all walks of life.

The statement made by a number of instructors, "You will learn first from your peers, second from your readings, and third from your instructors," certainly was true. This experience and training alone was worth the time and effort required to complete my Ph. D. degree.

I was impressed that degrees were awarded on passing examinations rather than on accumulation of credits. We were able to study independently if we wished, and we were rewarded if we were successful.

Each individual, with the aid of counseling, determined his own program and the speed he wished to travel. If he did not have the ability to plan and execute, he was lost. One either "sinks or swims"—a real challenge to ability.

The campus may be described as unique. It has many fine buildings. There is an evening college in the Loop. At the main campus, located in Chicago's near south side, students are within a "stone's throw" of civic events.

To me the real test of a university is not its fine buildings nor its location, but its faculty. An impressive and noticeable feature at the university is the sincere and personal interest faculty members take in their students. After the first week, they feel they are a part of this great institution.

It is only after you have a chance to look back that you fully appreciate the breadth and depth of the adult educational program. If you are thinking about professional improvement, I suggest that you study the program at Chicago. See if it will not aid you, too, in acquiring new insights.

## THE JOB AHEAD

(From page 11)

choir, dramatics group, athletics, library, and musical events.

All students enrolled in the Graduate School are members of the Graduate Students Association. This organization promotes acquaintance and fellowship among those in graduate work.

The Kansas State Union is the student headquarters for meetings and out-of-class activities. Bowling, billiards, table tennis, meeting rooms, and a large ballroom are included in facilities.

As we look at the Scope Report and the job that lies ahead, it is gratifying to note that extension personnel are striving to learn new knowledge and skills. At Kansas State we aim to assist them.

# Missouri Points to Progress

by F. E. ROGERS, State Extension Agent, Missouri

**I**N the early days, undergraduate courses taken by extension agents were primarily in technical agriculture and home economics. They received little teaching techniques, sociology, or communications.

The Missouri graduate program was designed to meet this need.

The degree, originally called master of arts in agricultural extension, was changed to master of science in 1953. With the establishment of a Department of Extension Education in the College of Agriculture this year, it is being changed to master of science in extension education. In developing the degree, extension education was considered a special entity characterized by its clientele and methods, but a part of the larger field of adult education.

## Degree Highlights

Highlights of the master of science in extension education at the University of Missouri are:

- Full flexibility to meet student needs. No specific courses required. A balance of courses in education, sociology, economics, and communications suggested.

- Admission requirements are B. S. from approved college or university and experience in extension or similar work. Not more than 20 percent of grades in graduate school can be below A or B.

- An extension study or research problem is expected of the student, but a formal thesis is not required.

- The degree can be completed in 1 year. Many have completed in two semesters and one 4-week summer session, or within a period of 10 calendar months.

The degree has been given to 113 students. These include 43 present members and 21 past members of the Missouri extension staff, 26 extension workers from other States, and 16 extension workers from six countries.

Ten percent of the graduates were women. Another 80 students, including 73 Missouri staff members, have applied for the degree and completed much of the course work.

Students, with an adviser in extension education, select courses to fit their specific needs. An interdisciplinary committee, with the extension education adviser as chairman, gives final approval of the student's program. The committee also gives the student an oral examination after completion of the course work.

In Missouri 80 percent of the present county agent staff, 47 percent of the home agents, and 43 percent of the associates and assistants have attended one or more summer sessions during the last 10 years. Eighty-four of the agents have attended more than one summer session either at the University of Missouri or one of the regional schools. A few have attended as many as six.

At present 22 percent of the men agents, 12 percent of the women agents, and 34 percent of the State staff have advanced degrees. Many have earned the degrees since becoming members of the extension staff.

A special 4-week summer session, conducted the past 15 years, has enabled county agents to obtain 4 hours graduate credit while on full salary. Missouri agents are given 10 days special study leave when they attend a 4-week school. They use annual leave time for the remainder and still have 2 weeks for vacation.

Extension agents have materially improved their teaching competence and are fast becoming educators rather than service agents. Their efforts in professional improvement have been important in this change. And Missouri's graduate program is pointing the way to progress for extension workers.

# A Place to Think

by THURMAN S. WREN, Sedgwick County Club Agent, Kansas

**I**t seems to me that the opportunity to get away from the job and read and study is the most valuable part of graduate work. The opportunity to read, to think differently, and to explore new fields was stimulating and valuable.

Although I was guided by my adviser, I still felt a sense of freedom in choosing and selecting courses I felt more nearly met my needs.

I appreciated the "open house" atmosphere at Missouri. If I needed advice, a pamphlet, or merely wanted to get acquainted, the extension staff was always willing to take time out.

The State extension staff invited graduate students to their social functions and were gracious hosts.

Cooperation of the different schools and professors and the regard they had toward extension work and personnel was notable. Regardless of the school or class, graduate students were permitted, actually encouraged, to prepare papers related to extension. I appreciated the interest in extension expressed by the sociology department in particular and also in other departments such as education, psychology, and speech.

The Student Union Association provided a number of worthwhile programs of an extension nature and of an international nature.

The University of Missouri is a friendly campus; the staff is cordial and helpful.

# Broad Yet Specialized

by EINAR R. RYDEN, Extension Training Specialist,  
Purdue University, Indiana

PURDUE University is the Indiana link in the nationwide chain of land-grant colleges and universities. It is a people's university, grown out of the demand that higher education be the birthright of the many, not the privilege of the few.

Today Purdue enrolls more than 15,600 undergraduate and graduate students on its Lafayette campus from every State of the Union and foreign countries. About 4,000 others attended Purdue University Centers in four Indiana cities. Purdue University is fully accredited by national, regional, and professional agencies.

While providing extensive means for the pursuit of general scientific and scholarly interests, the Graduate School of Purdue University places primary emphasis on two objectives: (1) the advanced professional training of qualified students and (2) the promotion of knowledge through research. To these ends, it offers work leading to advanced degrees in agriculture, education, engineering, home economics, pharmacy, physical education, and science.

## Graduate Offerings

The Graduate School reflects the character of the university as a land-grant institution and carries its work to advanced levels.

Graduate programs are offered in agricultural extension leading to the degrees of master of science and master of agriculture. These programs are designed primarily for people engaged in agricultural extension activities.

The programs are interdisciplinary which enables the individual student to identify, discuss, and analyze problems in a variety of areas. Courses are offered through a number of departments in the School of Agriculture, especially in the areas of the animal sciences, plant sciences, soils, and agricultural economics. In addition,

courses are presented in the areas of communications, sociology, and psychology.

## Degree Requirements

Requirements for the master of science degree in the major area include: (1) 12 semester hours of course work in agriculture or related basic courses; (2) a thesis in the general area of extension methods or techniques or other areas related to agricultural extension; and (3) course work in the minor supporting the thesis.

The minor areas of the program include: one minor of at least 6 semester hours in the field of communication, and a second minor of at least 6 semester hours chosen from any field of study offered for the master of science degree in the departments of the School of Agriculture and the School of Science, Education, and Humanities.

Requirements for the master of agriculture degree are similar. A problems course is included and 33 semester hours are required.

For entrance into the graduate courses and a degree program, applicants must meet the general admission regulations and other prerequisites of the university and of the Graduate School.

The Purdue graduate program in Agricultural Extension is a comprehensive yet specialized approach which enables the agricultural worker more effectively to meet the demands of a dynamic, ever-changing society.

# Opportunities Designed for You

by MONTE W. ALDERFER, Assistant Carroll County Agent, Indiana

THE graduate program in agricultural extension education at Purdue gave me an opportunity to do advanced work in a program designed for extension workers.

The program interested me because it includes subject matter courses as well as communications and social sciences. Agricultural agents in Indiana must have a B. S. degree in some phase of agriculture. With the wide selection of courses in speech, English, psychology, sociology, education, and agriculture, agents can have a tailor-made program to supplement their undergraduate work.

I have been in classes at Purdue with graduate students in agronomy, agricultural economics, speech, education, psychology, animal husbandry, and many other fields.

Presently I am enrolled in a speech composition course with four Ph. D. holders, three M. S. candidates in speech, and seven M. S. candidates in extension. This is a good opportunity to broaden my education in another direction.

Since the program started, courses of special interest to extension workers have been offered at convenient times. This included evening, summer, and Purdue Center courses in addition to the campus courses.

Originally the professional improvement program consisted of in-service training workshops in public speaking, writing, photography, and basic communications. Staff members from other departments of the university were used extensively in teaching these courses. At Purdue, I have found the instructors are well aware of the problems of the extension worker.

The graduate program has attracted persons mainly from extension in Indiana and other States. Several foreign students have attended, too, showing that problems of extension are much the same everywhere.

I am happy to be associated in my studies with professional extension workers who are strongly interested in preparing themselves for the challenges to Extension.

# Three-Way Program

by ROBERT C. CLARK, Director, National Agricultural Extension Center for Advanced Study; JULIA I. DALRYMPLE, Chairman, Department of Home Economics Education and Extension; and JAMES A. DUNCAN, Associate Professor, Department of Agricultural and Extension Education, Wisconsin

To help the extension worker develop increased understanding, initiative, self-confidence, and competence in relation to professional responsibilities is the primary purpose of graduate study in cooperative extension at the University of Wisconsin.

A rewarding experience awaits persons challenged to improve their professional competence for profit to themselves and Extension.

The University of Wisconsin offers graduate programs leading to advanced degrees in cooperative extension education and administration. Primary responsibility for developing and administering these programs is shared by: the National Agricultural Extension Center for Advanced Study, the Department of Agricultural and Extension Education, and the Department of Home Economics Education and Extension.

## *Development of Programs*

The Department of Agricultural and Extension Education was reorganized in 1954 to include, besides the agricultural teacher education program, the undergraduate and graduate program in cooperative extension work. This phase of graduate work has grown rapidly during the past 6 years.

The Department of Home Economics Education and Extension expanded the graduate program in 1955 to include a special major for extension home economists. Since that time, the program has served persons from many States and countries.

The National Center was established by the American Association of Land-Grant Colleges and State Universities in 1955. It provides additional opportunities for graduate

study, research, and inservice education for personnel in administrative and supervisory positions. The Center is operated largely as the result of a grant by the W. K. Kellogg Foundation.

At the Center, master's and Ph. D. degrees are awarded in cooperative extension administration. The departments—Agricultural and Extension Education, Home Economics Education and Extension—offer graduate programs leading to the M. S. and Ph. D. degrees.

Assistantships are available to students who qualify for graduate study. Students are eligible to apply for available university graduate scholarships and fellowships.

To qualify for a Center fellowship up to \$4,800 per year, a person must

be employed in extension administration, supervision, or training. Or he may be recommended by his dean and director as an individual whom they expect to employ in such a position in the near future.

The staffs of the two departments and the Center cooperate in developing and teaching courses, advising students, directing research, and administering degree requirements.

An extension worker who wants to do graduate study in any of the three programs must apply to the Graduate School. To gain admission with full standing, the student must meet the academic requirement of the Graduate School (2.75 on a 4.0 scale) and the department concerned.

After the student is enrolled, a faculty committee guides him in his program. Members of this committee are drawn primarily from the staff with whom the student takes course work.

The committee works closely with the student to: (1) help him set up a coordinated program of studies in terms of his own needs and interests within a flexible framework, (2) counsel on the planning and carrying out of his research, and (3) administer examinations.

Five colleges and schools of the  
*(See Three-Way Program, page 22)*



Graduate student committee and faculty members discuss the results of research study.

# Combining Social-Technical Studies

by ROBERT L. JOHNSON, Assistant Professor, University of California

THE highly developed stage of both its agriculture and its Agricultural Extension Service draws extension workers' interest to California.

The Davis campus is the site of the main agricultural college of the University of California system. Here extension personnel doing graduate work can select courses from more than 1,000 subjects. A master's program in the Department of Agricultural Education makes possible a schedule combining subjects in technical agriculture with courses in education and other social sciences.

Extension graduate students often take courses in agricultural economics, sociology, political science, psychology, speech, and anthropology. The final program for each master's candidate is a combination of technical agriculture and social science subjects that best fit his individual interests.

## Side Benefits

The Davis campus is in the heart of the fertile central valley of California, one of the richest agricultural areas in the world. At Davis, you can see tropical and subtropical crops growing near temperate climate crops. For example, the Capitol square in Sacramento is surrounded by palm trees. Within the square are camellia gardens. On the 15-mile freeway to Sacramento, you can see rice, grapes, safflower, sorghums, and small grains.

The 3,000-acre campus is a center for agricultural research. Students have the opportunity to meet and associate with some of the world's outstanding agricultural scientists. Work ranges from machines that sort lemons by color to the use of radio-active materials in the study of metabolism. Research is being conducted in practically every major field of agriculture.

Each year more than 200 agricultural conferences are held on the Davis campus. These meetings provide an opportunity for extension graduate students to become acquainted with specialists.

The Davis campus is characterized by a comfortable, informal feeling combined with a scholarly atmosphere. Chancellor Mrak described the Davis philosophy in these words, "We are striving to maintain the best of those special qualities we have developed through the years—the friendliness, the close student-faculty

relations, and the 'honor spirit'—while developing new programs that will give educational depth and breadth to our campus and our students."

Extension workers have a unique opportunity at the University of California at Davis. They can improve both in agricultural subjects and methods of teaching, attend an internationally famous agricultural college, come in close contact with the highly developed program of the Agricultural Extension Service in one of the fastest growing States.

# Natural Setting for Studies

by O. CLEON BARBER, Broome County Agricultural Agent, New York

THE flexible professional degree program offered to extension workers attracted me to the University of California.

I also found California a great environmental laboratory for an extension worker to pursue graduate study. The extension service is aggressive and effective. This, combined

with the commercial production of over 200 farm commodities, provides a natural setting for agricultural workers to pursue studies.

Attending California also provided me an opportunity to travel from coast to coast. I value this phase of my study leave highly.

I was impressed with the offering of the professional degree program for extension workers and the flexibility applied to each candidate's situation. Students were urged to adopt a study program to meet their needs and wants.

I have emphasized the professional degree program as compared to an academic or strictly research program. Agreed, extension workers must have an appreciation of research methods. But, do you have to be trained in that field to have such an appreciation? Do you have to be a skilled ball player to appreciate a good ball game?

My answer was no. So it seemed more important to pursue a program emphasizing extension skills and methods.



Bicycle riders, traditional on the Davis campus, pass the library.

# Designed for Winter-Spring Study

by HOWARD D. FINCH, State Supervisor, Extension Education and Evaluation, Colorado

**G**RADUATE study in extension education at Colorado State University is designed particularly for those who can best start their studies in January.

Extension courses required for the degree are offered in the winter and spring quarters. They consist of 17 credits in the following courses: Methods of Research in Extension Education, Advanced Extension Principles and Techniques, Advanced Extension Practicums, Extension Organization and Program Development, and Extension Leader Training.

Three years of extension experience are prerequisite to the degree. Usually from six to nine credits are earned in selected extension related fields of study. The needs of the student are given primary consideration in the development of the graduate program.

## *Choice of Programs*

Extension workers studying for the master's degree at Colorado State select one of several types of graduate programs. These are: master of science in the College of Agriculture or

Home Economics, master of agriculture or master of home economics, and a master of education degree with a major in extension education.

Two types of program are offered for master of education degree candidates with a major in extension education. One consists of one-third of the work in extension courses; one-third in the extension related courses of education, economics, psychology, sociology, speech, and journalism; and one-third technical courses in agriculture or home economics. The other program consists of half the work in extension and half in related courses.

Two quarters, beginning in January, plus 10 weeks of summer work is the minimum requirement for a master's degree. An alternative is three quarters, beginning in September, plus one 3-weeks Extension Summer Session.

## *Credits Needed*

Other requirements for the master's degree in extension education include a minimum of 45 quarter credits in an approved course of study, a minimum of 36 quarter credits in campus residence and 24 weeks of campus residence, a minimum of 21 credits in courses for graduate students only, and a final comprehensive examination.

Plan "A" requires a thesis developed under the supervision of the student's graduate committee. Plan "B," without a thesis, includes a master's report prepared under the supervision of the major professor.

The program is supported by extension courses at the graduate level which are offered in the Western Regional Extension Summer School. For further information, write to the Dean of the Graduate School, Colorado State University, Fort Collins, Colo.

## Graduate Study Was Rewarding

by H. IRA BLIXT, Cortland County Agricultural Agent, New York

**W**HAT school should I attend for graduate study? This is a question that every extension worker struggles with.

Three years before my sabbatical leave, I began to investigate catalogs and discuss the graduate study experience of coworkers. Three primary factors influenced my decision to attend Colorado State University.

First, my 6-month sabbatical leave worked into the quarter calendar system at CSU. Two quarters and four summer school sessions enabled me to complete my work for a master's degree in extension education.

Secondly, flexibility in planning the curriculum gave me the opportunity to choose courses that would be of greatest benefit. Being interested in public affairs education, I was particularly pleased with the course work in the areas of extension research and organization, humanities, economics, and communications.

Students were given plenty of freedom in planning a program based

on individual needs and desires which is extremely important to gain the maximum from advanced study.

Last but not least, I wanted to enroll in a different institution than where I had taken my undergraduate work and inservice training.

## *Challenging Experience*

In summer school at Colorado in 1957, I was impressed with the caliber of instructors, the group approach to study, and the well-planned activities to observe a different agriculture and various extension methods. The same experience during my graduate study at this institution was similarly challenging and rewarding.

I am convinced that I made the right selection in attending Colorado State University. If I were to make the decision again, I would follow the same course, because I count it as one of the most rewarding experiences in my 15 years of county extension work.

## OPEN DOORS

(From page 15)

Each summer, during either the first or second 5-week session, special classes for extension personnel are offered. These include a class in program development, implementation, and evaluation.

Several special "joint-major" programs have been developed for personnel of the Cooperative Extension Service. A "joint-major" in horticultural extension is one example.

If you would like to look at extension work from far enough outside to get a new point of view—if you would like to do this in an exciting and stimulating environment where all kinds of questions are raised and

researched, then perhaps our program is for you.

If you would like to develop your ability to search for, find, and evaluate knowledge and to pass this knowledge on to others effectively . . .

If you would like to acquire the attitude of a professional extension educator, including an active and creative intellectual curiosity accompanied by the habit of continuous reading, studying, and professional development . . .

If you would like to have a broad acquaintance with the human behavioral sciences, the principles of management, and at least a survey knowledge in all fields in which the Extension Service has programs . . .

If you would like to have particular understanding of the Cooperative Extension Service history, objectives and purposes, organization, program development and operation, as well as the process of evaluation and financing extension work—of the relationship which exists between the Cooperative Extension Service and the institutions of which it is a part, other adult education institutions, and farm organizations and other groups . . .

If these are your goals, then the doors of the Institute for Extension Personnel Development at Michigan State University are opening for you—and beyond them—"doors you never even dreamed existed."

## THREE-WAY PROGRAM

(From page 19)

university offer graduate courses and seminars in subjects related to extension education and administration. The strength of these offerings lies in the well-developed courses, stimulating seminars, and other contacts between student and faculty personnel in many fields.

Professional courses related to extension are offered in program development, leadership, administra-

tion, supervision, evaluation, and budget management.

In addition to formal courses, students have opportunity to participate in special seminars featuring outstanding leaders from throughout the country. Center Fellows also participate in national administration seminars for State directors and regional conferences for supervisors.

Based on students' reaction to their experiences in graduate study at the University of Wisconsin, the following are the major strengths of the programs: flexibility in graduate

study; opportunity for continuous and intensive work; association with a faculty well-qualified in various fields; freedom to do research on current problems; opportunity to share philosophies and experiences with many extension workers; preparation for a career in cooperative extension work; financial assistance provided through assistantships, fellowships, and research grants; and general educational opportunities through lectures, conferences, musical and artistic events, and the extensive facilities of the university.

## Finding Deeper Insight

by MARY C. REGAN, Fellow, National Agricultural Extension Center for Advanced Study, Wisconsin

DURING my years as 4-H home advisor in California, I realized there were many questions related to my professional responsibilities for which my answers were inadequate. I needed to understand how to evaluate my position objectively in relation to a dynamic extension program.

So I selected the University of Wisconsin for a year of graduate study in home economics education and extension. Many unique values there contributed to a profitable and satisfying experience.

The university is founded on individual freedom within an academic atmosphere, coupled with the search

for new and revised knowledge and understandings. The faculty encourages students to pursue their own interests and to realize their capabilities.

My courses not only provided theoretical knowledge, but opportunity to make practical application as well. It was thrilling to return to my position with an understanding of why situations occurred as well as how to cope with them.

With the guidance and encouragement of advisors, I mastered the steps of the scientific method leading to reliable conclusions. Being able to use these steps in planning, executing,

and evaluating my work has given me competency in attacking on-the-job problems.

My year of graduate study was one of the most enriching years of my life. I returned to California with renewed enthusiasm for my job and deeper insight into my professional obligations.

My experience at the University of Wisconsin stimulated me to pursue further graduate study. The support of the administration in California made it possible to return to the University of Wisconsin as a Fellow in the National Agricultural Extension Center for Advanced Study.

When I return again to a professional position, I hope to be further challenged and capable of challenging others to meet the demands inherent in home and family living in a changing society.

# Enlarging Your Viewpoint

by E. J. KREIZINGER, State Leader, Extension Research & Training,  
Washington

WASHINGTON State University offers students the opportunity of combining course work in extension, agriculture or home economics, social sciences, humanities, and/or education with a special problem report in the student's major interest. The master of extension degree offered is a non-thesis degree.

Basically the program is designed as follows:

*Courses in Extension*—7 semester hours of which 2 may be in seminar.

*Major area of study*—in any field of agriculture, home economics, humanities, education, or social sciences. If work is taken in one department, 12 semester hours are required. If the major area of study

is in two departments, 15 semester hours are required.

*Supporting area of study*—in any field of agriculture, home economics, humanities, social science, or education. When the major work is taken in either agriculture or home economics, the supporting work must be in the humanities, social sciences, or education.

*Special Problem*—2 to 4 semester hours in the area of the student's special interest, whether extension or another subject matter area.

*Oral Examination*—1 hour, covering all course work.

The student in this program will find it possible to further enhance subject matter knowledge in his field

of specialization. At the same time he is given the opportunity of enlarging his knowledge of human relations, education, administration, communications, and group dynamics.

Most students take some courses in their major area of interest in agriculture and home economics. Small Group Dynamics, Public Personnel Administration, Advanced Public Speaking, Preparation and Use of Audio-Visual Aids in Education, Sociology of Education, Social Change, and Politics of Pressure Groups are examples of the courses available.

Personnel from the various departments in the humanities, social sciences, and education have served on graduate student's committees, conducted courses, and presented applications of subject matter oriented to the use of extension workers.

Admission to the Graduate School is secured through the office of the graduate dean. For full graduate standing a student must have earned a "B" (3.0) average or its equivalent in the last half of his undergraduate work from a recognized college or university. Students with a lower grade average may be admitted provisionally.

Normally students plan on 1 calendar year to complete the degree. A special 4-week Agricultural Summer School has been instituted during which at least one course in extension methods, program planning, or seminar is given. Most graduate students find this fits into their program and allows time to complete their special problem work by the end of summer school.

The master of extension program is under the general supervision of the Dean of the College of Agriculture. It is open to extension workers who are interested in home economics as well as agriculture.

There is no requirement of extension experience in granting the degree. It is felt that the instructors will be able to make extension meaningful to the student who has not had extension experience. The faculty at Washington State University feels that the master of extension program should be no different in this regard than the master's program in any other field which has no prerequisite of experience.

## Most Interesting Experience

by CHARLES E. VOSS, Pend Oreille County Agent, Washington

GRADUATE study at Washington State University gave me the opportunity to delve deeper into the causes, effects, and possible solutions to problems in my county work.

It was a family affair for us. My wife and two youngsters accompanied me to Pullman where we lived in a college apartment on the edge of the campus.

My graduate program included courses in animal science, sociology, and extension. Each course was selected to supplement my undergraduate work and fill areas of needed information for conducting county extension work.

Many classes had only a few students which permitted informality and interesting class discussions. An international flavor was added to discussions by foreign students, or Americans who had been in other countries.

A study room was available for

graduate extension students. This made it possible to study in a quiet atmosphere between class periods. And a reference library of extension publications was also available.

All my courses were enlightening and useful, but one in particular helped me analyze and evaluate the county extension program. Taught by E. J. Kreizinger, the course was Development and Evaluation of Cooperative Extension Programs.

Not only did we go through the process of program development but also prepared instruments for evaluating the county extension program. A set of check sheets was used to determine the extent to which program objectives had been accomplished. Since returning to county extension work I have continually been guided by this course.

The master of extension diploma represents one of the most interesting experiences in my life.

## SUMMER SCHOOLS



If you are interested in attending one of the extension summer schools, write to the person listed below for the school of your choice. They will send you brochures describing course offerings, registration information, and housing accommodations.

**Colorado State University:** Howard D. Finch, State Supervisor, Extension Education and Evaluation, Colorado State University, Fort Collins, Colo.

**Cornell University:** Dr. Arthur E. Durfee, Associate Director of Extension, New York State College of Agriculture, Ithaca, N. Y.

**Prairie View Agricultural and Mechanical College:** Dr. J. L. Brown, Director of Extramural Services, Prairie View A and M College, Prairie View, Tex.

**University of Wisconsin:** Dean V. E. Kivlin, College of Agriculture, University of Wisconsin, Madison 6, Wis.

### University of Wisconsin Madison, May 29-June 17

Development of Extension Programs,  
Gale L. VandeBerg, Wisconsin

Evaluation of Extension Work, P. G.  
Boyle, Wisconsin

Rural Sociology for Extension  
Workers, D. E. Johnson, Wisconsin

4-H Club Organization and Proce-  
dure, James Duncan, Wisconsin

Supervision of Extension Programs.  
E. J. Boone and R. C. Clark,  
Wisconsin

Extension Methods in Public Affairs,  
J. B. Kohlmeyer, Purdue

Farm and Home Development, Glen  
C. Pulver, Wisconsin

Personal and Family Finance, Louise  
A. Young, Wisconsin

Extension Communication, M. E.  
White, Wisconsin

Land Use Planning, Raymond Penn,  
Wisconsin

### Cornell University Ithaca, N. Y., July 10-28

Nutrition of the Ruminant, R. G.  
Warner, Cornell

Principles in the Development of 4-H  
Work, John Merchant, Vermont

4-H Leadership Development, V. J.  
McAuliffe, Federal Extension  
Service

Extension Evaluation, Laurel  
Sabrosky, Federal Extension  
Service

Farm Policy Education, K. L.  
Robinson, Cornell

Psychology for Extension Workers,  
Fred K. Tom, Cornell

Communication in Extension Work,  
Maynard Heckel, Virginia

Program Development in Extension  
Education, D. B. Robinson, Ohio

Administrative Management in the  
County Extension Office, Robert  
McCormick, Ohio

Comparative Extension (to be  
announced)  
Program Development (to be  
announced)

### Colorado State University Fort Collins, June 19-July 7

Principles and Techniques in Exten-  
sion Education, E. L. Kirby, Ohio

Agricultural Marketing for Exten-  
sion Workers, R. C. Kramer, Michi-  
gan

Principles in the Development of  
Youth Programs, Fern S. Kelley,  
Federal Extension Service

Home Economics Program Develop-  
ment, Loretta Cowden, Federal  
Extension Service

Public Relations in Extension Edu-  
cation, W. L. Nunn, Minnesota

Impact of Change on Agriculture,  
Eber W. Eldridge, Iowa

Principles in the Development of  
Agricultural Policy, T. R. Timm,  
Texas

Human Behavior in Extension Work,  
Bardin Nelson, Texas

County Extension Administration,  
C. F. Mees, Illinois

### Prairie View Agricultural and Mechanical College Prairie View, Tex., June 5-23

Agricultural Communications,  
Sherman Briscoe, USDA

Rural Sociology for Extension  
Workers, Kate Adele Hill, Texas

4-H Club Organization and Proce-  
dures (to be announced)

Financial Management for the Farm  
and Home, C. H. Bates, Texas

Rural Health Problems (to be  
announced)

Family Life Education, Eloise T.  
Johnson, Texas